

→ Levels of Technology Integration into the Curriculum

← Characteristics of the Learning Environment

Technology Integration Matrix	Entry Teacher uses technology to deliver curriculum content to students.	Adoption Teacher directs students in the conventional use of tool-based software. If such software is available, this level is recommended.	Adaptation Teacher encourages adaptation of tool-based software by allowing students to select and modify a tool to accomplish the task at hand.	Infusion Teacher consistently provides the infusion of technology tools with understanding, applying, analyzing, and evaluating learning tasks.	Transformation Teacher cultivates a rich learning environment, where blending choice of technology tools with student-initiated investigations, discussions, compositions, or projects, across any content area, is promoted.
<b>Active</b> Students are actively engaged in educational activities where technology is a transparent tool used to generate and accomplish objectives and learning.	<b>Active: Entry</b>  Students receive content through the use of technology or use technology for drill and practice type activities.	<b>Active: Adoption</b>  Students occasionally use specified technology tools to plan or create end products.	<b>Active: Adaptation</b>  Students choose or modify the technology-related tools most appropriate for developing learning tasks.	<b>Active: Infusion</b>  Students focus on learning tasks, and purposefully combine technology tools to design desired outcomes based on their own ideas.	<b>Active: Transformation</b>  Students seamlessly organize the learning tasks and formulate products, discussions, or investigations using any appropriate technologies available.
<b>Collaborative</b> Students use technology tools to collaborate with others.	<b>Collaborative: Entry</b>  Students primarily work alone in highly structured activities, using technology.	<b>Collaborative: Adoption</b>  Students are allowed the opportunities to utilize collaborative tools in conventional ways.	<b>Collaborative: Adaptation</b>  Students have opportunities to select and employ technology tools to facilitate and enhance collaborative work.	<b>Collaborative: Infusion</b>  Students select technology tools to facilitate and enhance collaboration in all aspects of their learning.	<b>Collaborative: Transformation</b>  Students seamlessly use technology tools to globally collaborate with peers and experts.
<b>Constructive</b> Students use technology to understand content and add meaning to their learning.	<b>Constructive: Entry</b>  Technology used to deliver information to students.	<b>Constructive: Adoption</b>  Students begin to use constructive technology tools to build upon prior knowledge and construct meaning.	<b>Constructive: Adaptation</b>  Students have opportunities to choose and manipulate technology tools to assist them in molding their understanding.	<b>Constructive: Infusion</b>  Students make connections with technology tools to construct deeper understanding across disciplines.	<b>Constructive: Transformation</b>  Students use technology to construct, share, and publish new knowledge to an appropriate audience.
<b>Authentic</b> Students use technology tools to solve real-world problems meaningful to them, such as digital citizenship.	<b>Authentic: Entry</b>  Students use technology to complete assigned activities that are generally unrelated to real-world problems.	<b>Authentic: Adoption</b>  Students are allowed opportunities to employ technology tools to connect content-specific activities that are based on real-world problems.	<b>Authentic: Adaptation</b>  Students have opportunities to select and utilize the appropriate technology tools and digital resources to solve problems based on real-world issues.	<b>Authentic: Infusion</b>  Students select appropriate technology tools to complete authentic tasks across disciplines while modeling digital etiquette and responsible social interactions.	<b>Authentic: Transformation</b>  Students participate in meaningful projects that require problem-solving strategies, and facilitate global awareness, through the utilization of technology tools.